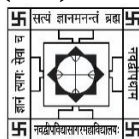


Nabadwip Vidyasagar College

Department of Philosophy

Under Graduate Programme / Post Graduate Programme

Programme Outcome (PO) and Course Outcome (CO)



Programme Outcome (PO):

The students of this stream would be enlightened and enriched themselves after completion of the above said course by exercising their rationality by the learners

- May develop their thinking ability or thought of reasoning
- May develop their thirst of knowledge regarding this materialistic world as well as beyond this factual world
- Would develop their logical thinking ability
- To know own self and the factual world as in true sense
- May develop their strong moral sense or inner insight
- May develop their self to be a wise man in the society
- May develop their self to serve the society selflessly or unconditionally

Semester	Course Code	Course Content	Course Outcome (CO)
I	CC-T-01 (Outline of Indian Philosophy – 1)	Unit 1 : General Introduction • Distinctive Features of Indian Philosophy • Basics concepts of Vedic and the Upanisadic World Views. ṛta (The Cosmic Order); ṛṇa (Duty/Obligation) ātman; jāgrat , svapna , suṣupti , turīya; śreyas ,preyas ,karma.	CO 1.: Identify in detail about the difference between the Heterodox and orthodox schools Hindu philosophy believe the Veda or not believe the Veda. CO 2. Understand the General features of classical Indian Philosophy and acquire Knowledge about Vedic theism and Upanisadic conception Atman and Brahman. CO 3. Provides the basic features of Indian philosophy emphasizing on its origin, developments of various schools, concepts of rta, rna, yajna. However main focus will be on three sect of Nastik philosophy- Carvaka, Buddhism and Jainism.
		Unit 2 : Cārvāka • Cārvāka School: It's epistemology • Metaphysics and Ethics	CO-1: Acquire thorough knowledge about Carvaka epistemology and metaphysics. CO-2: Ability to identify and critically evaluate philosophical arguments made by others. CO-3: Identify in detail the pleasure is the highest good in life according to Carvaka thought.

Unit 3 : Jainism

- Jainism: Concepts of sat, dravya, guṇa, paryāya, jīva, and ajīva.
- Anekāntavāda, syādvāda and saptabhaṅgīnaya.

CO-1: has knowledge about Buddhism and Jainism with emphasis on changes in the recent past.

CO-2: The religious and other causes for the rise of Jainism.

CO-3: Student known the Jainism concept of Reality.

CO-4: To know human life is full of suffering and there is the way to stop of this life suffering.

CO-5: Students learned about the world like Jains.

CO-6: Students understand the difference between jīva and ajīva.

C.O-7: Ability to identify and critically evaluate philosophical arguments made by others.

CO-8: Student known the Jainism concept of Reality.

C.O-9: Students understand that Jain epistemology is different from other Indian philosophies

C.O-10: Learn about different uses of saptabhaṅgīnaya.

Unit 4 : Buddhism

- Four Noble Truths, pratītyasamutpāda, kṣaṇabhaṅgavāda, nairātmyavāda .
- Schools of Buddhism: Vaibhāṣika, Sautrāntika, Jogācara , Mādhyamika.

CO-1: Acquire thorough knowledge about Buddhism .

CO-2: Ability to identify and critically evaluate philosophical arguments made by others.

CO-3: Realise the Bauddha theory of causation, momentariness and self. They also Acquainted with the different schools of Buddhism.

CO-4: Students will able to do a comparative analysis of all systems which will further enhance their debating skills. Students will develop the ability to think critically and to read and analyze scientific literature.

CO-5: Students will develop strong oral and written communication skills through the effective presentation of Projects, Quiz as well as through Seminars.

Unit 5 : Nyāya – Vaisesika

- Nyāya Epistemology: Four pramāṇa-s: Perception, Inference, Comparison and Testimony; Theory of Error; Nature of Cause, Classification of Causes: samavāyi , asamavāyi , nimitta , asatkāryavāda , the Idea of God and proofs for His Existence.

CO-1: Comprehend the epistemology and metaphysics of Nyaya-Vaisesika.

CO-2: Identify in detail (about) the reality of external object is only an idea of our Consciousness.

CO-3: Ability to construct one's own philosophical arguments and defend them from criticism, both orally and in writing.

		Vaiśeṣika Metaphysics, paramāṇuvāda, Seven Categories.	CO-4: Understand critically pratyaksa, anumana, upamana and sabda as Valid sources of knowledge. CO-5: Develop thinking and power of reasoning.
CC-T-02 (Outline of Western Philosophy – 1)	Unit 1 : Distinctive Features of Western Philosophy. Features of Ancient, Medieval and Modern Periods		CO-1: Greek Philosophical thought of ancient era. (Pre & post Socrates Era.) . This period is thought to be the starting point of philosophical inquiry and speculations. CO-2: Students came to learn the distinctive features of the Philosophers of Ionian & Eleatic school, Metaphysics of Plato and Aristotle They also will be familiar with the wide variety range of subjects, Including astronomy, epistemology, mathematics, political philosophy, ontology, logic of that time
	Unit 2 : Plato - Theory of Knowledge. - Theory of Ideas or form.		CO-1: Understand the genesis of Greek Philosophy. CO-2: Acquire thorough knowledge of the philosophical concepts Being and Becoming . CO-3: Comprehend the rationalism of Socrates & Plato . CO-4: Explain their ideas and positions and Compare and critically evaluate their philosophical theories
	Unit 3 : Aristotle - Refutation of Plato’s Theory of Ideas. - Theory of Causation, Form and Matter.		CO-1: Describe philosophical issues discussed by ancient Greek philosophers. CO-2: Acquire thorough knowledge of the philosophical concepts Being and Becoming . CO-3: Comprehend the rationalism of Socrates & Plato . CO-4: Analyse the metaphysics of Aristotle . CO-5: Enunciate the theology of Medieval Philosophy CO-6: Understand the criticism of platonic theory of ideas by Aristotle according to Aristotle “Form and matter” are real.
	Unit 4 : Descartes - Method of Descartes, Cogito Ergo Sum, Types of Ideas, Criterion of Truth, substance. - Proofs for the existence of God, Mind and Body Relation.		CO-1: Students understand the method of Descartes. CO-2: Identify in detail quality of “Substance”.

		Unit 5 : Spinoza - The Doctrine of Substance, Attributes and Modes, The Concept of God or Nature , Pantheism, - Mind - Body Relation. Degrees of Knowledge, Intellectual Love of God	CO-1: Spinoza is notable rationalist philosophers. Students will acquire a broad understanding of some major Topics / ideas/ themes that are central to traditional western thought , such as—sources of knowledge, the criterion of truth, notion of substance, notion of matter ,mind and their relation ,ideas of god, soul and the idea of pluralism. CO-2: It will make students witness how philosophers who were either predecessors or contemporaries evaluated the theories of others, thus will advise them in distinguishing good arguments from bad arguments.
		Unit 6 : Leibniz - Doctrine of Monads and Pre-established Harmony, God: Nature and Proofs for His existence. - Doctrine of Monads and Pre-established Harmony, God: Nature and Proofs for His existence.	CO-1: Identify in detail quality of “Substance”. CO-2: In this area identify in detail the world of bodies is composed of an infinite number of dynamic units(monads).
II	CC-T-03 (Outline of Indian Philosophy – 2)	Unit 1 : Sākhya - Sāṃkhya Duality : prakṛti and its constituents , proofs for the existence of prakṛti, satkaryavāda - puruṣa : Its nature and arguments for its existence. Plurality of puruṣa.	CO-1: Analyse Samkhya theory of causation, elucidate Samkhya theory of evolution. CO-2: They can explain the nature of prakṛti and puruṣa. CO-3: Ability to identify and critically evaluate philosophical arguments made by others.
		Unit 2 : Yoga - citta, cittabhūmi, cittavṛtti - Eightfold path (aṣṭāṅga yoga) and īśvara.	CO-1: Understand the Yoga notion of citta ,cittabhūmi,cittavṛtti. CO-2: Realise the Importance of Patanjali’s aṣṭāṅga yoga.
		Unit 3 : Pūrva Mīmāṃsā - vidhi, niṣedha. pramāṇa-s with special reference to arthāpatti and anupalabdhi, - Theories of error: akhyativāda (Prabhākara), anyathakhyativāda (Bhāṭṭa)	CO-1: Explain and elucidate arthapatti and anupalabdhi as a valid source of knowledge.
		Unit 4 : Advaita Vedānta - Nature of Brahman, Adhyāsa, vivartavāda, - māyā, three grades of sattā, jīva and jagat.	CO-1: Comprehend advaita notion of Brahman, jīva, jagata and maya. CO-2: Distinguish between advaitavada and viśiṣṭadvaitavada. Understand then nature of isvara,jīva and jagata. CO-3: Understand Vedānta limited subsidiary of Vedānta. Vedānta is a philosophy taught by the Vedas the most ancient scripture of India.

CC-T-04 (Outline of Western Philosophy – 2)		Unit 5 : Viśiṣṭādvaita Vedānta - Distinction between advaitavāda and viśiṣṭādvaitavāda, , Ramanuja's Criticism of Saṅkara's Doctrine of māyā. - Relation between jīva and jagat, Nature of Brahman .	CO-1: Distinguish between advaitavada and visistadvaitavada. Understand the Nature of isvara, jiva and jagata.
		Unit 1 : Locke Refutation of Innate Ideas , classification of Ideas , Theory of Substance, Distinction between Primary and Secondary Qualities, Theory of Knowledge.	CO-1: Analyse the empiricism of Locke CO-2: Students will gain an understanding of the systematic philosophies of Locke . CO-3: They will be able to differentiate between primary and secondary quality. CO-4: Students will acquire the ability to analyze and critically assess the arguments Locke used to support his philosophical view.
		Unit 2 : Berkeley - Rejection of the Distinction between Primary and Secondary Qualities, Esse Est Percipi, The Problem of Solipsism. - Refutation of Abstract Ideas. Role of God.	CO-1: Distinguish between Materialism and ideology. CO-2: distinguish between Lock and Berkeley. Understand the Primary and Secondary Qualities. CO-3: Identify in detail the origin of human knowledge and its nature and limits of knowledge. CO-4: Understand the relation of Ideas and matter of Facts and Knowledge of the external world.
		Unit 3 : Hume - Impressions and Ideas, Association of Ideas, Judgments Concerning Relations of Ideas, Judgments Concerning Matters of Fact. - Theory of Causality, Theory of Self and Personal Identity, Humean Skepticism.	CO-1: It refers that Hume points out there are two kinds of contents of Mind, namely impressions and their ideas. Students can learn three laws of Association and they can also acknowledge relations of Ideas and Matters of Fact. CO-2: Hume appears to be describing causal relationship and in this description psychology and philosophical analysis are interwoven. Learners able to know Hume's scepticism which lies completely under his rejection of metaphysics.
		Unit 4 : Kant - Conception of Critical Philosophy, Copernican Revolution in Philosophy, - Classification of Judgments: Analytic, Synthetic, a priori, a posteriori; Possibility of Synthetic a- priori Judgments.	CO-1: Identify in detail the origin of human knowledge and its nature and limits of knowledge. CO-2: Identify in detail the human sense perception the distinction between a priori and empirical knowledge in view of Kant. CO-3: Understand the critical philosophy of Kant .

	CC-T-05 (Indian Ethics)	Unit 1 : • Introduction: presuppositions and determination , theory of karma; niṣkāma karma • dharma: It's meaning and definition; vedic concepts of svadharma, sādharma, āśrama dharma, viśeṣa dharma; varṇa dharma. • puruṣārtha and their interrelation. • Buddhist Ethics: pañcaśīla and brahmavihārabhāvanā. • Jaina Ethics: triratna, anuvrata and mahāvratā. • Joga Ethics : ahimsā ,yama, niyama.	CO-1: The course acquaints students the students with rich religion philosophic, importance Vedic values ,ethos and Indian value system in life which lead the way of spirituality. CO-2: It brings personal and social growth. CO-3: Unless the students feel part and parcel of the thought process they would not be able to contribute any value addition to their are job and society. CO-4: The learners become self- directed ,self -mentioned and self corrective through this process of reflective thinking and can proceed for right choice.
	CC-T-06 (Western Ethics)	Unit 1 : • Nature and scope of ethics or moral philosophy. Non-moral action, object of moral philosophy motive or intention. • Teleological Ethics : Egoism , Hedonism , Utilitarianism (Utilitarianism : Act-Utilitarianism ; General Utilitarianism ; Rule Utilitarianism) • Deontological Ethics: Kant • Practical Ethics: Killing, Euthanasia, Suicide. Theories of punishment. • Virtue ethics : Aristotle	CO-1: This curriculum enables students to compare & contrast the major moral theories. CO-2: They can consider things critically with the criteria of value which in turn helps them to evaluate what things are worth desiring and what is not. CO-3: Contents of applied ethics introduce students to a new ethical debate we are facing from the last phase of the 20th century to up to date and preparing students. In analyzing many real life issues through philosophical lens.
	CC-T-07 (Indian Logic)	Unit 1 : • Tarkasamgraha with Dīpikā – Annambhatta. Sarvavyavahara hetuṅganah buddhirjñānam to Nigrahasthanantaramiti nabina. (Upto Hetvābhāsa)	CO-1: Distinguish valid knowledge from invalid knowledge. CO-2: Understand critically pratyakṣa, anumāna, upamāna and śabda as Valid sources of knowledge. CO-3: Develop thinking and power of reasoning.
	SEC-T-01 (Logical Rules and Fallacies (Indian))	Unit 1 : Definition and classification of anumāna • The Nyāya model (chala, jāti, nigrahasthāna, vāda, jalpa, vitandā) • The Buddhist model (prasaga) Unit 2 : Aid to Anumāna • Tarka • Avayava • dṛṣṭānta • siddhānta Unit 3 : • Nature of Hetu and Hetvābhāsa	CO-1: Develop thinking and power of reasoning. CO-2: Students were able to differentiate Hetu and Hetvābhāsa . CO-3: Distinguish valid knowledge from invalid knowledge.

Unit 1 : Introduction to Logic

- Sentence and Proposition; Distinction between deductive and inductive argument, Logical form
- Truth, Validity and Soundness
- Laws of Thought

Unit 2 : Deduction

- Aristotelian Classification of Categorical Proposition; Square of Opposition and the question of existential input; Conversion, obversion, contra position, inversion.
- Categorical Syllogism: figures and moods; rules of validity; fallacies.
- Boolean interpretation of propositions; Venn diagram technique for testing the validity of syllogisms.
- Truth function: negation, conjunction, disjunction, implication, equivalence.
- Arguments and argument forms; decision procedures: truth tables; reductio ad absurdum.
- Techniques of symbolization; proof construction: Formal Proof of Validity and Invalidity.
- Quantification theory: singular and single – general propositions; rules of quantification, proving validity and invalidity of quantification theory.

Unit 3 : Induction

- Analogy
- Mills method of experimental enquiry
- Scientific hypothesis
- Elementary probability calculus

CO-1: This paper provides the basic logical concepts, Aristotelian Logic, Propositional Logic and some aspects of Symbolic Logic related to Venn Diagram and Truth Table among students of other discipline.

CO-2: In this paper the students will acquire the basic concepts of the logical thinking of Western Philosophy. Emphasis will be on deductive logic with special reference to the text of I. M. Copi and C. Cohen's "Introduction to Logic".

CO-3: Students are able to learn the basic principles of Logic.

CO-4: Justify the valid arguments using syllogistic rules, Venn Diagram technique.

CO-5: learner also realizes that philosophy that often criticized for being too academic' is a misconception. Whether in science, or in politics, or in the conduct of personal life, we use logic in reaching defensible conclusions.

CC-T-08 (Western Logic – 1)

Unit 1 : Psychology

- Nature and Scope of Psychology.

Unit 2 : Methods of Psychology

- Introspection , Extrospection
- Experimental and observation

Unit 3 : Psychological Process

- Sensation, Perception, Web-Fechner Law Classical approach, Gestalt approach, Wertheimer Koffka & Kohler. Memory, Attention, Personality, Learning: Thorndike's connectionism, Pavlov's classical conditioning, Gestalt Theory, I.Q

CO-1: Students can learn substantial definition and subject matter of psychology.

CO-2: students understand that explanation of different methods of psychology

CO-3: It deals with psychological process such as perception, sensation, attention etc.

CO-4: Learners understand the characteristics of consciousness and they can also know the levels of Mind.

CO-5: learners learn what are the proofs for the existence of unconsciousness and an insight of the idea of Freud's theory of dream.

CC-T-09 (Psychology)

V		Unit 4 : Consciousness - Levels of Mind: Conscious, Sub-Conscious, Unconscious. - Proofs for the existence of unconsciousness; Freud's theory of dream.	
	CC-T-10 (Philosophy of Religion)	Unit 1 : - Nature and Scope of Philosophy of Religion - Religion: Origin and Development of Religion, Atheism, Deism, Theism, Pantheism, Religion without God, Monotheism, Polytheism, Henotheism. - Hinduism, Christianity, Islam, Buddhism: Basic Tenets. - Argument for the Existence of God: Ontological, Cosmological, and Teleological. - Arguments against the Existence of god	CO-1: Define religion, explain key concepts as well as identify the essential features of religion. CO-2: Explain the nature of religion. CO-3: Analyse the idea of religion and society, religion and morality. CO-4: Discuss concepts of philosophical theology. CO-5: Understand different arguments for existence and non existence of God. CO-6: Define main features of Hinduism ,Christianity ,Islam and Buddhism. CO-7: Evaluate the philosophical questions of the existence of god and also argument against the existence of God. CO-8: Identify the features of monotheism polytheism and henotism.
	SEC-T-02 (Logical Rules and Fallacies (Western))	Unit 1 : R.Jeffry - Formal Logic (1st Edition) It's scope and Limits, Chapter-4 Unit 2 : P. Suppes - Introduction to Logic (Indian edition) Chapter-9 , Section – 9.1 to 9.8	CO-1: Students, other than Philosophy, will understand the basic features of deductive arguments. They will learn the principles of valid argument and establish their understanding accordingly. CO-2: To learn identifying different types of arguments as well as their premises and conclusions. CO-3: To be able to evaluate arguments and identify mistakes in reasoning. CO-4: To learn how to prove the validity and invalidity of arguments using method of Rules and Fallacies and also by Truth Table method. CO-5: To develop the overall reasoning skills of the students which are useful in various competitive exams.
	CC-T-11 (Social and Political Philosophy)	Unit 1 : - Nature and Scope of Social Philosophy and Political Philosophy Unit 2 : Basics Concepts - Society, Social group, Community, Association, State, Nation, Institution, Custom. Unit 3 : Theories about the relations between individual and society - Individualistic Theory, Organic Theory, Idealistic Theory Unit 4 : Political Ideology	CO-1: Students can learn that social philosophy tries to find out the basic laws which operate in the society and they can also understand that philosophical decisions about political matters are political philosophy CO-2: It refers that society, social group, community. Association, e.c.t are the basic concepts of social philosophy. Students can acknowledge society is a social process that binds people to each other and a social group is a group of interrelated people formed on

		- Democracy and its different forms. Socialism: Utopia and Scientific Unit 5 : Social Change - Marx and Ambedkar Unit 6 : Concepts of Gandhi - swarāj , satyāgraha , sarvodaya.	the basis of a purpose in which a sense of group consciousness and individuality exists CO-3: Students will learn that there are three main theories about the individual and society, they are the individualistic theory, organic theory, Idealistic theory. CO-4: Students can learn definition of democracy and it's different forms. They can also realise definition of socialism and it's two forms CO-5: Student s understand that Marx and Ambedkar have a special role in social change. CO-6: Students will be able to understsnd the key concepts and theories in social and political philosophy CO-7: Students will become a better citizen by understanding the notion of democracy, socialism, the evils of caste systems. CO-8: They can apply the critical thinking skill taught in class to reach their own evaluative judgements and learn to live in Cohesive manner in a multicultural setup.
	CC-T-12 (Western Logic – II)	Unit 1 : - Introduction to Logic – P. Suppes Chapter – 9 & 10 Unit 2 : - H.W.B. Joseph : An Introduction to Logic Chapter-II & IV (Terms and their principle distinctions , The predicables) - H.W.B. Joseph : An Introduction to Logic Chapter- V (The Rules of Definition and Division : Classification and Dichotomy)	CO-1: To learn identifying different types of arguments as well as their premises and conclusions. CO-2: To be able to evaluate arguments and identify mistakes in reasoning. CO-3:To learn how to prove the validity and invalidity of arguments using method of Rules and Fallacies and also by Truth Table method. CO-4: To develop the overall reasoning skills of the students which are useful in various competitive exams.
	DSE-T-01 (Vedāntasāra)	Unit 1 : Vedāntasāra (Text) (Upto vikepa śakti)	CO-1: As Advaita Vedanta is one of the major and dominant schools of Indian Philosophy, a famous text of this school, namely ‘Vedantasara’ has been incorporated here to understand the philosophy of Sankara. Here we will discuss the notion of Brahama, the notion of Jiva, relation between Brahma and Jiva, Mayabada and the very view of Moksha in respect of Advaita theory. CO-2: Sadananda Yogindra Saraswati, the exponent of the Advaita Vedanta as taught by Adi Shankara and the renowned author of Vedantasara which is one of the best known Prakarana Grantha (textbook) of the philosophy of the Upanishads. In his works, Sadananda stresses the liberated being’s freedom from bondage, detachment from the

VI			body, and constant goodness, although being beyond virtue. The liberated being after having lived out his prarabdha karma merges with Brahman. It is truly the essence of Vedanta .
	DSE-T-2 (An Enquiry Concerning Human Understanding)	Unit 1 : An Enquiry Concerning Human Understanding (Text) (Chapter 1 to 12)	CO-1: The curriculum should enable students to understand the main topics of one of the Greatest classics of philosophy. CO-2: It allows the reader to participate in the continuous flow of Hume's thought as well as to realize .His fame and importance in the intellectual field. CO-3: Learners able to know Hume's bold skeptical approach to a range of philosophical subject, his denial of standard account of causality, his arguments in favour of psychological necessity Of cause effect relations,unique distinction of different species of philosophy, rejection of meta Physics, his explanation for humanistic philosophy.Etc.
	CC-T-13 (Western Epistemology)	Unit 1 : An Introduction to Philosophical Analysis – John Hospers. Chapter I, II,III &IV	CO-1: philosophical analysis or analytic philosophy.
	CC-T-14 (Western Metaphysics)	Unit 1 : An Introduction to Philosophical Analysis –John Hospers. Chapter V,VI & VIII	CO-1: By Metaphysical part An Introduction to Philosophical Analysis students can know the explanation of Causality, Hosper's view of Causal principle, definition of Determinism and Freedom. CO-2: Learners able to know that the some metaphysical problem of Universal, different theory of Mind-Body relation. CO-3: Students understand that our knowledge of the physical world in which Realism, Idealism, Phenomenalism included.
	DSE-T-03 (Practical Ethics)	Unit 1 : - An Introduction to Moral Philosophy and Applied Ethics. - Value of Human Life: Rights, Duties & Justice. a) Nature as Means & Ends b) Respect for Animal Ecology - Medical Ethics: Surrogacy, Doctor-Patient Relation, Abortion - Discrimination: Gender, Caste & Class	CO-1: Understand the importance of applying life values in life. CO-2: Analyse the distinction between situational and absolute ethics . CO-3: Describe the significance of professional ethics in modern world CO-4: Comprehend the necessity of Bio-ethics in Genetics research CO-5: Enunciate the emerging ethical issues in

			medicine, media, cyber zone and environment CO-6: To develop values of the good citizen as well as the demand of the skill enhancement course, some contemporary practical, social as well as ethical problems has been discussed in this paper. Emphasis will be on Environmental Ethics, Feminism and Euthanasia
	DSE-T-04 (Contemporary Indian Philosophy)	Unit 1 : • Rabindranath Tagore- Surplus in Man, Education • M.N. Roy – Radical Humanism • Aurobindo- Evolution, Involution • Vivekananda- Universal Religion, Practical Vedanta	CO-1: Regarding contemporary Indian philosophy is helpful in getting updated with the works of Indian thinkers like Rabindranath Tagore, Swami Vivekananda, Aurobindo and Manobendra Nath Roy. CO-2: Opens up research avenues for the same. CO-3: Comprehend the Integral philosophy of Sri Aurobindo